



Week 4: Action Planning and Personal Growth

Overview

So far in the Comprehensive Needs Assessment of your selected campus, you have analyzed demographic and student learning data through the AYP report, as well as the various Academic Excellence Indicator System (AEIS) reports and selected a target area of weakness. You have written a measurable goal and objective for the target area, and you have researched strategies and activities, including specific professional development, to address the target area and meet the goal and objective.

This week, you will complete a campus action plan and an agenda for a one-day professional development that addresses the target weakness.

Rubric

Use the following rubric to guide your work.

Tasks	Accomplished	Proficient	Needs Improvement	Unacceptable
Week 4 Assignment: Action Planning and Professional Growth				
Part 1: Create a campus action plan ELCC 2.2 a., b., c. ELCC 2.3 a., b., c.	Completes campus action plan to address targeted area of need based on analysis of data from the needs assessment (i.e., AYP, AEIS, multi-year, & CI reports and demographic data). Plan includes all critical elements from the lecture and PowerPoint addressed: S.M.A.R.T. goal & S.M.A.R.T. objective, targeted subgroups, and a minimum of three research based strategies/activities which address the objective in the action plan, person(s) responsible, timeline, resources/estimated cost, formative evaluation, & summative evaluation. (10 points)	Completes action plan to address targeted area of need based on analysis of data from the needs assessment (i.e., AYP, AEIS, multi-year, & CI reports and demographic data). Plan includes five to six critical elements from the lecture and PowerPoint addressed: S.M.A.R.T. goal & S.M.A.R.T. objective, targeted subgroups, and a minimum of two research based strategies/activities which address the objective in the action plan, person(s) responsible, timeline, resources/estimated cost, formative evaluation, & summative evaluation. (8 points)	Completes action plan to address targeted area of need based on analysis of data from the needs assessment (i.e., AYP, AEIS, multi-year, & CI reports and demographic data). Plan includes one to four critical elements from the lecture and PowerPoint addressed: S.M.A.R.T. goal & S.M.A.R.T. objective, targeted subgroups, and a minimum of one research based strategy/activity which addresses the objective in the action plan, person(s) responsible, timeline, resources/estimated cost, formative evaluation, & summative evaluation. (7 points)	Does not complete action plan. (0 points)
Part 2: Complete an agenda for one professional development day. ELCC 2.4 a., b.	Develops a professional development agenda that connects directly to the goal and objective stated in the action plan and includes the topic,	Develops a professional development agenda that addresses the goal/objective cited in the action plan including the topic & subtopic, but does	Develops a professional development agenda that fails to address one of the following: the goal/objective cited in the action plan or a follow-up	Does not tie the professional development agenda to the goal/objective stated in the action plan or state strategies/activities for professional

	<p>subtopic, and addresses adult learning (i.e., observations with feedback, collaborative reflection, coaching, lesson plan reviews, etc.) strategies/activities for the agenda's delivery.</p> <p>Completes a detailed timeline (including dates of implementation, monitoring points for formative assessments) and a plan for follow-up training as needed to ensure optimal implementation.</p> <p>(10 points)</p>	<p>not specify strategies/activities addressing adult learning to deliver professional development.</p> <p>Creates a follow-up plan that lacks sufficient detail within timeline. Lacks dates of implementation, monitoring points for formative assessments or follow up training to ensure optimal implementation.</p> <p>(8 points)</p>	<p>plan for professional development and implementation.</p> <p>(7 points)</p>	<p>development delivery. Does not create a timeline or follow-up professional development.</p> <p>(0 points)</p>
Responses and Mechanics	<p>Few errors in grammar, spelling or punctuation.</p> <p>(5 points)</p>			<p>Multiple errors in grammar, spelling or punctuation.</p> <p>Responses lack clarity and depth.</p> <p>(0 points)</p>

Part 1: Campus Action Plan

(ELCC 1.1a,b;1.2b,1.3a,b;1.4a,b,c;2.1a;2.2a,b,c;2.3a,b,c;3.3a,b)

For a campus to make lasting change, school improvement must be an ongoing, continuous process. In Part 1, you will demonstrate your understanding of continuous improvement by creating an action plan for an area of weakness that you identified in an analysis of AEIS data. Your budget for the plan is \$6,000.

Directions:

- In Resources, locate and view the PowerPoint, *District and Campus Planning and Decision Making*, from Education Service Center XV. This PowerPoint provides information that will help you successfully complete the action plan for your Application assignment.
- Review the Friend ISD Action Plan, and use it as an example for creating the action plan for your selected campus.
- Complete the action plan for your selected campus. Remember your budget is \$6,000.
- This sample plan is “very” minimal. Research scientifically based strategies and programs including technology strategies and programs and professional development. (See Resources: Helpful Websites-Weeks 3 & 4). Be creative in your action plan.

Sample Action Plan

S.M.A.R.T.Goal (long range,3-5 years): Friend ISD will have an Exemplary rating by 2015.				
S.M.A.R.T. Objective (current school year): By May 2012, 86% of all students and student groups*, including special education students tested, will pass all portions of the state assessment, and the performance gap will be reduced by 10% between student groups.				
Activity Strategy	Person(s) Responsible	Timeline	Resources/Estimated Cost	Formative Evaluation
Provide after-school tutorials for students at-risk for failure.	Sonia Jones	Oct. – Nov. 2011 Jan. – April 2012	SCE Funds Materials: \$2038 .4 FTEs: \$11,480	Students at-risk for failure will demonstrate improvement on six-week exams and benchmark tests, per disaggregated data reports.
Hire two additional math teachers to reduce the student-teacher ratio from 28:1 to 20:1	Edward Goodwin	Aug. 2011 – May 2012	SCE 1.4 FTE: \$42,000 (140 students, 5 math teachers, 70% at-risk Need 2 additional teachers to reduce the ratio to 20:1 Calculation: 2 teachers	Improved six-week grades for all students, especially those at-risk for failure in math.

to meet the needs of students at-risk for failure in math.			hired at \$30,000 each; 70% of \$60,000 charged SCE)* *Not included in the plan	
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Campus Action Plan

S.M.A.R.T. Goal (long range,3-5 years):

Liberty Hill Junior High will achieve an Exemplary rating based on the standard accountability standards for STAAR tests by 2014.

S.M.A.R.T. Objective (What we can accomplish in one school year):

By the end of the 2010-2011 school year, 8th grade students will meet the standard for exemplary on the STAAR test in 8th grade Science with a score of 90% or higher.

Target Group(s): Science Teachers in grade 6-8, 6-8 grade students.

Activity/ Strategy (Include 3)	Person(s) Responsible	Timeline	Resources/Estimated Cost	Formative Evaluation
Review current AEIS, AYP and Benchmark data to determine objective(s) that need more instructional attention and support	Science Dept. S. Davidson(8) C.Lange(8) J. Truax(7) C. Wagner(7)	8/17/2011 to 12/15/2011	(1) Copies of all reports for teachers. (2) Project Share - Include initial training on use by on-site staff. After-school Training: \$110	Creation of a professional learning community where the Science staff regularly contributes successes, failures and ideas. A moderator will be chosen from the group to facilitate sessions and compile results.
Spring STAAR Science Camp – After School (8 Weeks) Students will receive hands on experience with different science objectives as determined most	8 th Grade Science Dept. Tech Support C. Canon B. Reichert	March-April	After School Transport: <u>Est. \$1700</u> Staff Extra-Curricular: \$704 Snacks: \$ \$160 Study Island: \$258.45 <i>Prorated for this activity based on the yearly cost.</i>	(1) On-the-fly assessment. Students can earn points for correct answers to redeemed later for pre-determined incentives. (2) Immediate Feedback with

current Benchmark results. The hands on session will be followed by an online session using Study Island to provide immediate feedback on concepts learned.			<u>Total Cost: ≈ \$2600</u>	Study Island provides a report of the assessment taken and how the student performed.
Implement Project Based Learning (PBL) formats in 8 th grade Science classes to target the learning styles of students that would benefit all learners. PBL allows for alternative approaches that address students' individual differences, different learning styles intelligences and abilities or disabilities.	6,7,8 Grade Science Dept. SPED Staff S.Davenport T. Foster (1) TA	Aug. 2011 - April 2012	<p>1 Day Professional Development on-site to assist 6-8 grade teachers in understanding the teaching concept of PBL. The PD opportunity would also allow teachers to and practice Project-Based learning activities.</p> <p>The final opportunity will be for the teachers to establish a professional learning community in Project Share.</p> <p>Facilitator Stipend \$200.00 Materials: \$150.00 Total Cost: \$350.00</p> <p>Web Links: Project Based Learning http://www.bie.org/ Project Share http://projectsharetx.org/</p>	All students, especially those at-risk for failure, in 8 th grade science will demonstrate improvement on six-week district benchmarks, per disaggregated data reports.

Summative Evaluation: Explain the summative evaluation process for the campus action plan.

The summative evaluation process that will be used includes two evaluations that can be used to compare and contrast.

- (1) District benchmark tests administered at the end of each six weeks that address student expectations and core objectives for each 6 weeks.
- (2) All Students will complete assigned modules in Study Island with a 90% passing score.

Data from both summative assessments will be disaggregated to determine the effect of strategies and activities and used to make changes to student performance.

Part 2: Professional Development Agenda (ELCC 2.4 a,b,c)

Professional growth is an integral part of a Campus Improvement Plan. In professional learning communities, staff members understand that continuously honing one's skills is necessary for ongoing school improvement.

In Part 2 of this week's Application, you will develop an agenda for a professional development day that addresses the targeted campus need and include a timeline for follow-up professional development.

Directions:

- In Resources, locate and view the PowerPoint, *Professional Development Planning: Matching Trainings to Teacher and Student Learning Needs*, from the School Improvement Resources Center (SIRC) of Region XIII Educational Service Center. This PowerPoint provides information that will help you successfully complete the professional development portion of this assignment.
- Develop a one-day professional development agenda that does the following:
 - Connects directly to the goal/objective cited in the action plan.
 - Includes the topic and subtopics for the professional development day.
 - Includes strategies/activities from Week 3 research that are directly related to the goal/objective stated in the action plan.
- Develop a timeline and plan for follow-up professional development to ensure implementation. Follow-up can include coaching, classroom observations with feedback, staff meetings, lesson plan reviews, and other appropriate activities.

Professional Development Agenda

Action Plan Goal: Changes to Science instruction will lead to an improvement in Science scores on state administered assessments in grade 8.				
Action Plan Objective : Provide educational staff in grades the 6-8 science department with an understanding of project based learning in order to have a different method of delivering the grade 6-8 science curriculum and affect student learning to achieve a 90% passing score on the STAAR test in 8 th grade science by the end of the 2010-2011				
Topic: Project Based Learning for Junior High Science				
Subtopics (if applicable): Professional Learning Communities				
Grade Level: 7 & 8	Facilitator: B. Reichert	Location: LH JHS – Library, Science Lab & Computer Lab	Start Time: 9:00 AM	End-Time: 4:00 PM
Strategy/Activity	Purpose	Description	Steps	Estimated Time
Utilize the free training tools at	The free training tools provide in-depth explanation and practice	PBL is organized around an essential question. This creates a need to know content that can	Meet, greet & get nourished. Play opening video while	20 Minutes Refreshments

BIE.org for training in Project Based Learning (PBL).	opportunities in PBL.	answer the question. This allows students to make inquiries to learn and create while using critical thinking, problem solving, collaboration and different forms of communication. The process allows for some degree of student choices and incorporates feedback and revision. Final projects are publicly presented allowing students to demonstrate knowledge learning.	team mingles. Facilitator should mingle and collect commentary on the video. Establish goals and objectives for the day. http://www.youtube.com/watch?v=ps8u4vwLWVU&feature=related Provide USB drive with all of the presentation materials.	for the day. \$25.00 USB Drive \$50.00
Ice Breaker	Using Essential Questions	Ask participants to write answers on cards to questions asked by presenter. This demonstrates the use of essential questions.	Ask the questions. Collect the cards and throughout the day draw card and see if the group can identify the author based on the answers. Have small prizes for guessers and authors.	10 Minutes \$25.00
Explain PBL	What is it and how is it different than the projects we do now.	Distribute copies of articles about PBL. Present short summary in an interactive PowerPoint using student response system. Provide Q & A time. What Is PBL? http://www.youtube.com/watch?v=LMCZvGesRz8	Review material and share the source. Ask a volunteer to post all questions for later review.	15 Minutes 5 Minute break to follow.
Step 1 Planning	Plan a Project	Distribute the sample project. Use an interactive slate to highlight the components of the form. Present PP on Developing ideas. Divide group into 3 small teams. In their teams they will brainstorm ideas for a science PBL activity.	Highlight the forms used in PBL design. Present how to develop ideas. Brainstorm ideas for PBL Projects.	45 Minutes 5 Minute break to follow.
Hands On	Demonstrate how to take a simple task and develop a PBL learning activity.	Melt an ice cube, ask essential question. Share the video on developing a driving	Distribute an ice cube to groups of 2. Instruct that at the timer they will melt the ice cube using only what they have at their table. At the timer they	30 Minutes Lunch provided by district to

		question. http://www.bie.org/diy/getting_started/writing_a_driving_question	will reflect on how their process worked and develop an essential question to lead further learning about ice melting. Groups will share their questions and why they want to know the answer.	follow. Resume agenda at 1:00 PM \$50.00
Step 2 Prepare	Practice using the development forms	Divide the group into small 2 person teams. Distribute blank forms and give them appropriate time to start to develop a project using the forms.	After reviewing the samples teams of 2 will start to develop a PBL activity.	30 Minutes 5 Minute break to follow.
Step 3 Launch	Everything is set to go. A PBL has been created that will lead the learning on the core content you have chosen. Now you have to let go and let the students do some "figuring out" What does this look like?	Use the video to demonstrate how the teacher can let learning evolve with the project. http://www.bie.org/diy/managing_the_project/classroom_culture	View the video and then provide and discuss the templates for managing the project. 1. Group Contract 2. Project Management Log: Group Tasks 3. Project Work Report: Individual & Work	20 Minutes
Step 4 Present the projects in a public format.	One of the vital components of PBL is the public presentation of the project.	Show a final project video reflection. http://www.youtube.com/watch?v=cJ5Z53JAivE&feature=player_embedded	View the video and then preview the templates for presenting the project. 1. Presentation Audience Feedback 2. Presentation Day Checklist 3. Student Self-Reflection on Project Work 4. Teacher's Post-Project Review	20 Minutes
Tips from the Classroom Intro to PLC in Project Share	Throughout the process of learning the process, the team will be asked to share tips that worked and the ones that didn't. This will be done at least monthly in the Project Share PLC.	Share a sample of Tips from the Classroom. Preview these in the Project Share PLC webpage. Project Share – Assist team in accessing the PLC in Project Share. Provide handouts to use when they leave for	Ask team members to access the PLC and provide (1) insightful comment or idea about PBL from today's workshop. Allow a few minutes for the team to select a moderator for the PLC.	20 Minutes

		further reference. Explain the goals and objectives of the PLC.	Demonstrate the Useful Links section of PLC where links to information can be posted for all to use.	
Wrap Up	Provide images of students in PBL.	As teachers we all want to do the right thing by our students. What will my students think of this method of teaching? Will they be successful?	Video of students http://www.youtube.com/watch?v=uZxYSe26O9I&feature=related	10 minutes
Event Evaluation	Reflections by participants on the workshop materials and structure.			5 Minutes

Buck Institute for Education. (2011). *PBL do it yourself: guidance, tools and tips for projects*. Retrieved June 12, 2011, from Buck Institute for Education:
http://www.bie.org/diy/getting_started/what_is_pbl

Professional Development Follow-up

Explain in a paragraph how you would follow up your professional development agenda to insure successful implementation of the strategies/program/activities. Include the strategy/activity and a timeline.

The follow-up to this PD opportunity will be conducted through the professional learning community in Project Share. The group will be facilitated by a peer chosen from the group. The facilitator will monitor activity and encourage regular group attendance and feedback. Each participant will be asked to share 1-2 PBL activities, based on their grade level curriculum, by the end of the year. In addition, each grade level will be asked to contribute (1) essential question for each objective from their assigned core curriculum. These can be posted as each new unit is begun. The facilitator will compile the questions into a databank for future use in the science dept. At the end of the 1st semester the group will be given the opportunity to meet face to face again to compare and contrast successes and failures of student achievement based on benchmark testing and other data gathering tools such as Study Island and Texas Math and Science Diagnostic System(TSMDS).

E-portfolio assignment: Complete II-007 "Decision Making and Problem Solving" Course-Embedded Internship Log 2 in TK20.

E-portfolio assignment: Complete "III-008 Budgeting, Resources Allocation, and Financial Management" Course-Embedded Internship Log 2 in TK20.

Continue to complete Campus-Supervised internship reflection logs in your 3-ring binder. All course-embedded and campus-supervised logs must be completed prior to enrolling in your 11th course, EDLD 5398 Internship.